

## Rough Outline for New Science Plan

- Next 2 to 2 1/2 Weeks
  - Forms of Energy and Force (Sheep in a Jeep)
  - Try to shave time off of these 2 units
  - Use EduSmart and StemScopes in collaboration to teach Energy especially
- Brave New World Project-try to start by **Jan. 30**
  - Combination of following units: Soil Properties, Weathering and Erosion, Resources, Conductors and Insulators & Electricity
  - Kids need to think about “What does a community need to work??”
    - Scenario: “New unexplored, uninhabited islands have been discovered and the government is awarding grants to people willing to move there and build new, and **green** communities” (See Project Overview on Glenhope WikiSpace for more detail).
  - Project Team Work Plan (See PBL Team Contract on Glenhope Wiki)
    - Content Checker-(see more detailed outline of responsibilities on Wiki group)
      - Check for spelling, content accuracy, etc.
    - Tech Director (could be combined with Materials if only 3 person group)
      - Scans QRs, is like an IT, etc.
    - Materials Manager
      - Gathers Materials, etc.
    - Project Manager
      - Overall, keeps team on task, etc.
  - Brave New World Project Breakdown
    - Investigate Your Soil (Part 1)-choose and investigate soil to find out 1)which soil group has [soil properties, research, water retention experiments], 2) where did it come from [research, websites on Wiki], 3) find out best usage for soil (research, put websites on Wiki)
      - At the end of each day, have Project Manager post on Socrative, Today’s Meet, whatever, to keep track of each days project
      - Class Tree Map of Soils-fill in as groups find out information
    - Build on Soil (Part 2)-students create soil plot on which to build/plant; groups choose materials to build houses, farms, etc. on land plots (hands-on, create houses out of resources, plant, etc.); each group will need to plant a seeds on their soil (to test the ability to grow plants a s a property).
    - Erosion and Deposition (Part 3)-A windstorm and rainstorm will come to the different plots of the community (this investigation is done similarly to what we’ve always done with stream tables)
    - Electricity and Electromagnets (Part 4)-Students construct house (if they haven’t already) to place on the soil that “survived” best after the erosion and deposition investigation; Students use materials to create working circuits in their group’s house. Additionally, students will create an electromagnet that will be used on the island to transport “non-green” cars to a recycling plant (electromagnet investigation).
- More may be added to this document and the wikispace as we go along :)